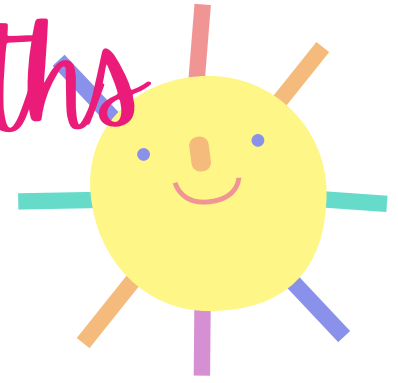


Months



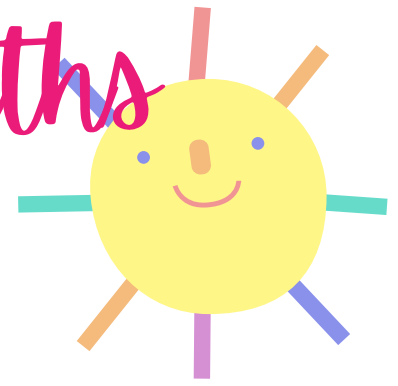
<i>Gross Motor Skills</i>	<i>Sensory Motor Skills</i>	<i>Fine Motor Skills</i>	<i>Speech & Oral Markers</i>
<p>Babies on their stomachs will first bear weight on their face, then shoulders, hands and forearms as they develop enough extensor strength to lift up their heads</p>	<ul style="list-style-type: none"> • Respond to sounds and regard faces • Begin to recognize familiar people • Visually prefer black, white and patterns/contrast • Respond to social interactions with a smile 	<ul style="list-style-type: none"> • Grasp reflex • Hands primarily fist with the thumb inward 	<ul style="list-style-type: none"> • Strong gag reflex • Strong rooting reflex • Feeding begins with mass sucking pattern, but then progresses to tongue movement • Variation in cries • Obligatory nose breathers, belly breathers at rest <p>Red flag</p> <p><i>A weak gag reflex poses an aspiration risk!</i></p>

References

1. Alexander R, Boehme R, Cupps B. Chapter 3. In: Normal Development of Functional Motor Skills. San Antonio, TX: Therapy Skill Builders; 1993:41-53.



Months



Gross Motor Skills

- Pull to sit
- Foot play
- Accidental rolling; becomes purposeful by 4-5 months
- Prop sitting

Sensory Motor Skills

- Visually track across midline
- Begin to distinguish red and blue
- Begin to develop 3-D vision

Fine Motor Skills

- Sustained and voluntary grasp
- Rake objects into palm
- Hand to hand transfer of objects

Speech & Oral Markers

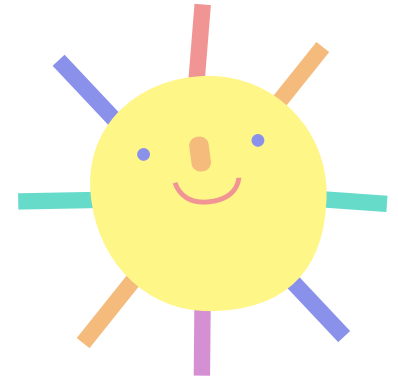
- Gag reflex
- Use mouth to explore objects
- Drooling with teething or when postural stability is challenged
- May begin solid foods at 5 months
- Increased variety in cry and vocalizations
- Babbling around 4 months

References

1. Alexander R, Boehme R, Cupps B. Chapter 4. In: Normal Development of Functional Motor Skills. San Antonio, TX: Therapy Skill Builders; 1993:55-94.



Months



Gross Motor Skills

- Rolling is used as an efficient way to explore the environment
- Reaching with arms while on tummy
- Independent sitting

Sensory Motor Skills

- Facial expressions for likes and dislikes
- Stranger anxiety!

Fine Motor Skills

- Finger feeds self
- Shake and bang toys to create noise and visual effects

Speech & Oral Markers

- Gag reflex diminishing in strength
- May begin to use a sippy cup, eat solid foods and spoon feed
- Improved coordination of breathing with movement and feeding for better sound production
- Vocalize likes and dislikes
- Recognize and may try to imitate sounds

References

1. Alexander R, Boehme R, Cupps B. Chapter 5. In: Normal Development of Functional Motor Skills. San Antonio, TX: Therapy Skill Builders; 1993:95-125.



Gross Motor Skills

- Circular pivoting in prone
- May initiate belly crawling
- Sitting and reaching with rotation
- Transition from tummy or all fours to and from sitting; progress to creeping (moving on all fours)
- Fall to sit
- Cruising (side stepping at a support surface)
- Pull to stand

Sensory Motor Skills

- Understand "no" and own name
- Separation anxiety begins
- Attention span ranges from ~2-3 minutes
- Object permanence

Fine Motor Skills

- Progress from power grip to precision grip
- Point and reach
- Release objects in space
- Independent with bottle and finger foods


Speech & Oral Markers

- Matured gag reflex (now at an adult level!)
- Diagonal and circular chewing
- Only drool with teething
- Produce sounds without body movement
- Babbling continues

References

1. Alexander R, Boehme R, Cupps B. Chapter 6. In: Normal Development of Functional Motor Skills. San Antonio, TX: Therapy Skill Builders; 1993:127-171.

10-12 Months



Gross Motor Skills	Sensory Motor Skills	Fine Motor Skills	Speech & Oral Markers
<ul style="list-style-type: none"> • Creep up stairs • Begin to lower self from floor eccentrically • Pull to stand thru 1/2 kneel • Squat to stand • Walk with wide base of support • Cruise with rotation, may briefly let go and stand independently • Walk with one hand held or behind push toy • Progress from cruising to standing to independent gait 	<ul style="list-style-type: none"> • Improved depth perception with mobility • Recognize common objects • Functional use of toys and goal-directed behavior • Test parental reactions 	<ul style="list-style-type: none"> • Master 3 jaw chuck • Pincer grasp • Grasping with tips of fingers • Manipulate toys well • Increased bimanual dexterity • Container play skills emerging <p data-bbox="878 1192 1149 1283">Red flag</p> <p data-bbox="878 1423 1166 1577">A preference for using one side of the body should not occur until 2-3 years of age</p>	<ul style="list-style-type: none"> • Weaned from bottle and use cup • Spoon feed • Improved chewing pattern with solids • Produce new word approximations • Play with producing sounds in flexion and pitches

References

1. Alexander R. GENERAL ASPECTS OF PRE-LINGUISTIC AND LINGUISTIC DEVELOPMENT. reading presented at the: NDT/Bobath Certificate Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.
2. Alexander R, Boehme R, Cupps B. Chapter 7. In: Normal Development of Functional Motor Skills. San Antonio, TX: Therapy Skill Builders; 1993:173-220.



Months



Gross Motor Skills

- Carry object while walking
- Attempts to kick a ball
- Throws a ball forward
- Stands on one foot with help
- Walks upstairs with one hand held
- Walks a few steps on a 2 inch balance beam around 18 months
- Move on a ride on toy without pedals

Sensory Motor Skills

- Pretend play
- Tantrums begin

Fine Motor Skills

- Build 2-4 cube tower
- Pronated grasp with crayon
- Turns pages in a board book

Speech & Oral Markers

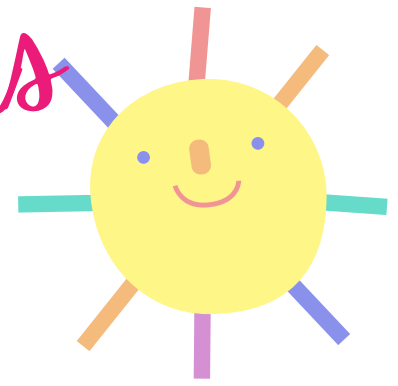
- Vocabulary of approximately 5 words
- Understands color shape, function and size
- Shows objects to others for interaction
- Directly imitates new sound patterns and simple new words

References

1. Alexander R. GENERAL ASPECTS OF PRE-LINGUISTIC AND LINGUISTIC DEVELOPMENT. reading presented at the: NDT/Bobath Certificate Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.
2. Development. lecture presented at the: NDT/Bobath Certification Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.



Months



Gross Motor Skills

- Begin to run
- Jump off of step
- Kick a ball

Sensory Motor Skills

- Parallel play
- Easily frustrated

Fine Motor Skills

- Imitates vertical and horizontal marks on paper
- Snip with scissors, one at a time
- Build 6-8 cube towers

Speech & Oral Markers

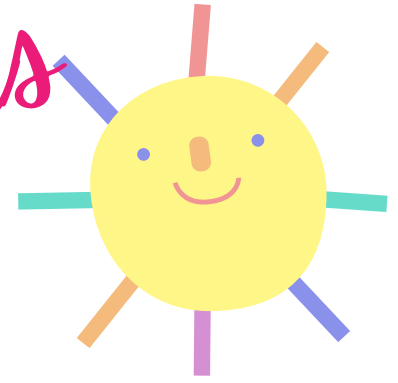
- Vocabulary up to approximately 20 words
- Points to objects named
- Comprehends simple questions
- Uses 2 word utterances

References

1. Alexander R. GENERAL ASPECTS OF PRE-LINGUISTIC AND LINGUISTIC DEVELOPMENT. reading presented at the: NDT/Bobath Certificate Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.
2. Development. lecture presented at the: NDT/Bobath Certification Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.



years



Gross Motor Skills

- Ride a tricycle
- Walk backwards
- Walk on tiptoes
- Independently negotiate stairs

Sensory Motor Skills

- Toileting awareness
- More abstract and pretend play
- Tantrums peak

Fine Motor Skills

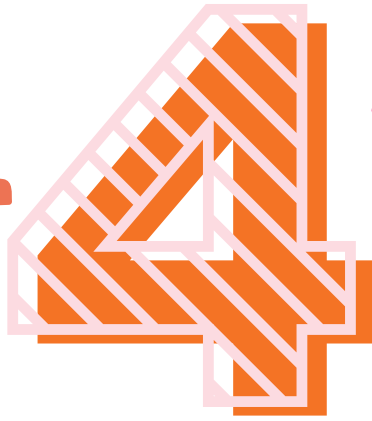
- Turn knobs
- Button large buttons
- Cut paper in half with scissors
- Copy circle

Speech & Oral Markers

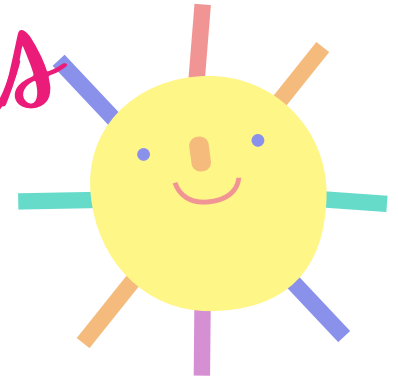
- Produce 2-3 word phrases
- Emergence of compound and complex sentences
- Well established use of present tense, with emerging use of past and future tense
- Vocabulary = approximately 300 words!

References

1. Alexander R. GENERAL ASPECTS OF PRE-LINGUISTIC AND LINGUISTIC DEVELOPMENT. reading presented at the: NDT/Bobath Certificate Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.
2. Development. lecture presented at the: NDT/Bobath Certification Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.



years



Gross Motor Skills

- Jumping and single leg hopping
- Fast running; able to avoid obstacles
- Catch large and small balls

Sensory Motor Skills

- Plan out pretend play in advance

Fine Motor Skills

- Tripod grip on crayon or marker
- Cut on line with scissors
- Demonstrate hand preference

Speech & Oral Markers

- Begin to use plurals
- Frequently ask questions and demand answers
- Vocabulary = 1000 words or more!
- Start to use 3-4 word sentences

References

1. Alexander R. GENERAL ASPECTS OF PRE-LINGUISTIC AND LINGUISTIC DEVELOPMENT. reading presented at the: NDT/Bobath Certificate Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.
2. Development. lecture presented at the: NDT/Bobath Certification Course in the Management and Treatment of Children with Cerebral Palsy and Other Neuromotor Disorders; October 16, 2011.